

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small> Place date stamp here.
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT -3 PM 2:21 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Odem-Edroy ISD	205-905			
Vendor ID #	ESC Region #			
1-746001806	2			
Mailing address	City	State	ZIP Code	
1 Owl Circle	Odem	TX	78370-	
Primary Contact				
First name	M.I.	Last name	Title	
Lisa	A	Gonzales	Superintendent	
Telephone #	Email address		FAX #	
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368-2879	
Secondary Contact				
First name	M.I.	Last name	Title	
Yolanda		Alvaro	HS Principal	
Telephone #	Email address		FAX #	
(361)368.8121 ext. 254	alvaroy@oeisd.org		(361)368.3781	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Lisa	A	Gonzales	Superintendent
Telephone #	Email address		FAX #
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368-2879

Signature (blue ink preferred)

Date signed

Lisa A. Gonzales
Only the legally responsible party may sign this application.

9-6-2017

Schedule #1—General Information

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Texas Workforce Commission (TWC) Occupation Trend reports indicate there are over 4125 First Line Supervisors of Office and Administrative Support Workers job vacancies in the Coastal Bend Region annually. This number is expected to increase 20% each year which means employment in the field will grow to 138,930 positions by 2024. Odem-Edroy ISD (OEISD), located in San Patricio County of the Coastal Bend Region of South Texas, proposes to offer a career and technical education (CTE) Business Management and Administration career pathway leading to the Microsoft Office Specialist Certification and twelve dual credit hours toward a postsecondary degree. The academic plan of the career pathway includes a capstone class, Practicum in Business Management, in which students participate in internships or paid employment opportunities with business partners from regional health services; education; leisure and hospitality; and government industries. Approximately 25 ninth graders entering the career pathway will be on track to earn an Associate of Applied Science in Business Administration from Del Mar College and a Bachelor of Business Administration degree from Texas A&M within 2-3 years of high school graduation. The proposed Business Management and Administration program correlates applied workforce learning opportunities, industry certification, and a college degree plan in a top ranked occupation of the Coastal Bend Region to meet the district vision of providing our students every opportunity to exceed their potential in order to be prepared for their next phase of life after graduation. **Budget Development:** The CTE Advisory Team met in the spring of 2017 to develop five career pathways based on job opportunities and salary projections for the Coastal Bend Region. The team developed a CTE flowchart for each endorsement field that lists the courses, certifications, and dual credit courses for each career pathway. The next step was to create a Campus Improvement Plan goal specifying curriculum, instructional materials and equipment, certification exam fees, credentialed CTE personnel responsible, and professional development necessary to implement each career pathway. The CTE Advisory Team used the Campus Improvement Plan to develop goals, critical success factors, milestones, and activities for the Perkins Reserve Grant application. The team acquired cost estimates and quotes to implement each grant activity to design the grant budget. **Demographics:** Odem High School (OHS) serves 300 students on one 9th through 12th grade campus. 68% of OHS students are from low income homes and more than 50% are considered at-risk. Families in Odem earn far less than state and national averages. The relatively low income earnings can be explained by educational attainment which is an indicator of workforce preparedness. According to US Census data, only 67% of Odem residents have a high school diploma or higher. The Perkins Reserve Grant goals are designed to increase the number of OHS students who graduate from high school with an industry certification, college hours, and a financial and academic plan for attaining education and success in their chosen field. **Needs Assessment Process:** Odem High School works with the Education Service Center Region 2 (ESC 2) to conduct a comprehensive needs assessment each year. The CIC meets four times each year. The committee will review the Perkins Reserve formative evaluation at the end of each semester and the summative evaluation at the end of each school year. The grant program evaluation which provides program and student level data, will be essential in developing a school improvement plan for the subsequent year. ESC 2 consultants review the proposed Campus Improvement Plan annually and work with the CIC to update or change components to meet stated goals when appropriate. **Management Plan:** The OEISD Curriculum Director will serve as the Project Director to oversee the CTE Advisory Team in planning, implementing and evaluating the grant program. The OHS Principal, OHS Counselor, CTE teachers and Del Mar faculty will be responsible for conducting day-to-day grant activities. The Project Director will present information to the Campus Improvement Committee at the end of each semester to monitor program and student level data. The team will make changes to grant resources and activities to meet stated milestones as warranted. The Project Director will provide summative evaluations to the District Improvement Team to adjust strategies, personnel and resources to meet goals.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The meeting agenda and minutes will be posted after each meeting on the OEISD website. In this way, school improvement goals, changes, and progress will be reported to the board, community and the school. OEISD is dedicated to partnering with business and industry in the region and to coordinate available funding to provide innovative instructional programs for students to empower them to meet academic and personal goals of social and economic success. **Project Evaluation:** The Campus Improvement Committee (CIC) and District Improvement Committee (DIC) will oversee the data collection and problem correction tasks of the grant. The Project Director, the OEISD Curriculum Director, will lead the team to implement and adopt an evaluation process that measures the effectiveness of project strategies in meeting program objectives based on identified performance measures. Program level evaluation reviewed will include implementation of activities (development of curriculum, updates to OHS Course Guide, revision of campus schedules to include CTE pathway courses, certification programs and exams, etc), purchase of instructional materials, purchase and installation of equipment, and schedules for professional development (certification training, collaborative teaching dates, dual credit workshops, etc). Student level evaluation to be reviewed will include the number of students passing CTE courses, completing certification programs, and earning college credit. The program will be evaluated based on meeting milestones and performance targets each semester as indicated on the Perkins Reserve Plan and Timeline. Evaluations will be provided to the CIC and DIC at the end of each semester. **Statutory Requirements:** ODEM ISD complies with all general and fiscal guidelines, and the fingerprinting requirement per Section 22.0834 of the Texas Education Code. ODEM-Edroy ISD provides assurance that the district will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant and incorporated by reference. **TEA Requirements:** The application completely and accurately answers all TEA requirements: (1) ODEM-Edroy ISD and Workforce Solutions of the Coastal Bend utilized the Occupation Trends data as well as local job postings to identify the high-demand occupation of First Line Supervisors of Office and Administrative Support Workers and the Business Manager program of study in the Business and Industry endorsement field to prepare students to find employment in the targeted occupation. (2) The proposed CTE career pathway is a sequence of courses that provide individuals with increasingly difficult coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for completion of the Microsoft Office Specialist Certification, an Associate of Applied Science Business Administration degree, and a Bachelor of Business Administration degree. The local workforce center has determined these credentials will be effective in preparing students for careers in the targeted First Line Supervisors of Office and Administrative Support Workers occupation. The career pathway includes CTE courses that provide prerequisite knowledge for meeting passing standards in dual credit courses. For example, the Professional Communications course is included to ensure students are prepared to pass Speech 1315 at the dual credit level. The sequence includes Certipoint instructional programs and certification exams - Word, Excel, Powerpoint, Outlook, and Access. The certifications are required components of the Microsoft Office Specialist Certification to provide competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability. (3) The CTE Advisory Team developed a crosswalk that identifies secondary coursework required to complete the Microsoft Office Specialist certificate and postsecondary coursework required on the AAS Business Administration at Del Mar College and the Bachelor of Business Administration at Texas A&M. Students enrolled in the articulated degree programs can earn a baccalaureate within 2-3 years of graduating from high school. 4. OEISD will partner with Workforce Solutions of the Coastal Bend, Del Mar College, Texas A&M University, and regional businesses including Dairy Queen and Lowe's to implement the grant program. (5) OEISD commits to entering into an agreement with at least one regional business to assist with curriculum development and to support relevant and frequent internships or paid employment opportunities during the capstone course, Practicum in Business Management. The CTE Advisory Team will select the industry partners during the first month of program implementation. (6) OEISD has developed a sustainability plan to ensure OHS will continue to meet the goals of the grant after the end of the grant program. The plan includes hiring highly qualified staff, collaboration between secondary and postsecondary personnel, partnering with regional businesses to provide workplace experiences, and coordinating funding from all available sources. **Conclusion:** The OEISD Board of Trustees has made career readiness a district goal in the District Improvement Plan for 2017-18. Our board, educators, and community are committed to the goals of implementing career pathways to prepare our students for postsecondary education and the workforce.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-905				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$745	\$	\$745	\$22,880
Schedule #8	Professional and Contracted Services (6200)	6200	\$1200	\$	\$1200	\$
Schedule #9	Supplies and Materials (6300)	6300	\$72,253	\$	\$72,253	\$
Schedule #10	Other Operating Costs (6400)	6400	\$800	\$	\$800	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$74,998	\$	\$74,998	\$22,880
Administrative Cost Calculation						
Enter the total grant amount requested:					\$74,998	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$3750	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 205-905		Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional				
1				
2	Educational aide		\$	\$
3	Tutor		\$	\$
Program Management and Administration				
4	Project director		\$	\$
5	Project coordinator		\$	\$
6	Teacher facilitator		\$	\$
7	Teacher supervisor		\$	\$
8	Secretary/administrative assistant		\$	\$
9	Data entry clerk		\$	\$
10	Grant accountant/bookkeeper		\$	\$
11	Evaluator/evaluation specialist		\$	\$
Auxiliary				
12	Counselor		\$	\$
13	Social worker		\$	\$
14	Community liaison/parent coordinator		\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Teacher salary-local CTE funds (.50 FTE, 4 courses)		\$	\$22,880
22	Title		\$	\$
23	Title		\$	\$
24	Subtotal employee costs:		\$	\$22,880
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay (summer planning and training) (\$150 x 4)	\$600	\$
27	6121	Support staff extra-duty pay	\$	\$
28	6140	Employee benefits	\$145	\$
29	61XX	Tuition remission (IHEs only)	\$	\$
30	Subtotal substitute, extra-duty, benefits costs		\$745	\$22,880
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$745	\$22,880

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval: Postsecondary Pathways, Program Evaluation, etc.		\$1200	\$
(Sum of lines a, b, and c) Grand total		\$1200	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$72,253	\$
Grand total: Computers, laptops, digital projectors, software, certification software, software for scheduling and monitoring student progress in career pathway.		\$72,253	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 205-905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Bussing costs for business and industry tours	\$800	\$
Grand total:		\$800	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	204	68%	19.4% of the population below poverty line. Over 50% of students are classified as at-risk.
Limited English proficient (LEP)	4	1.3%	85.3% of all OHS learners are Hispanic.
Attendance rate	NA	95.4%	This number is below district and state averages.
Annual dropout rate (Gr 9-12)	NA	1.0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	4.5%	
6-10 Years Exp.	6	27%	
11-20 Years Exp.	5.4	24.5%	
20+ Years Exp.	4.8	21.6%	
No degree	0	0%	
Bachelor's Degree	17.3	77.5%	
Master's Degree	5	22.5%	
Doctorate	4.8	21.6%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										66	66	66	44	176 over three years

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										5	5	5	5	20

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment: Odem-Edroy ISD is located in the Coastal Bend Region of South Texas. Odem High School serves a diverse population that includes 84.3% Hispanic and 15.7% White learners. 68% of high school students in the district are economically disadvantaged and 51.3% are at-risk. According to economic trends published by the Texas Workforce Commission, the Coastal Bend region's personal income per capita is lower than the national and state averages. Relatively low wages and income earnings for workers in the Coastal Bend area can be attributed to lack of educational attainment. The latest US Census data indicates about one in four residents in the Corpus Christi, the largest city in the Coastal Bend region, does not finish high school, as compared to one in six for the nation as a whole. explained by educational attainment. To meet the needs of our students, in the spring of 2017, the Odem-Edroy ISD District Improvement Team developed career and technical education (CTE) course sequences that include industry certification and dual credit coursework toward an Associate degree at Del Mar College for five Career and Technical Education (CTE) clusters: Agriculture, Food and Natural Resources; Manufacturing; Business Management and Administration; Information Technology; and Health Science. The Perkins Reserve Grant planning team determined the career pathway to target in the Perkins Reserve Grant program by examining each career pathway based on five program objectives. (1) **Increase number of students prepared for a high demand occupation.** The planning team reviewed the Occupation Trends document published by the Texas Workforce Commission (TWC), as well as student interests, and teacher credentials to construct CTE course sequences. Each pathway has been prioritized based on the salary and projected number of employment opportunities in the next four to six years. The school has been awarded JET funding to implement a Nursing Professionals pathway (Registered Nurse is the highest ranked occupation in our region) and Monsanto funding to implement the Agriculture Food and Natural Resources pathway (Farmers, Ranchers and Other Agricultural Managers is the 5th ranked occupation). The next highest ranked endorsement field is Business and Industry based on a high number of positions as First Line Supervisors of Office and Administrative Support Workers. For this reason, the team made providing the tools and equipment to offer Business Management and Administration courses a priority for the Perkins Reserve proposal. (2) **Increase number of CTE sequences spanning secondary and postsecondary.** In reviewing the educational attainment requirements for a Business Management and Administration career, the team found a bachelor degree was essential for success. The team reviewed and expanded the course sequences to include General Education Core and Business courses needed to earn an Associate of Applied Science in Business Administration from Del Mar College. This degree program is articulated with a Bachelor of Business Administration degree at Texas A&M Corpus Christi. (3) **Increase number of pathways and curriculum leading to certification.** The Advisory Team reviewed certifications associated with gaining employment in the First Line Supervisors of Office and Administrative Support Workers occupation using TWC Occupation Trend information. The team worked with the regional Workforce Solutions of the Coastal Bend representatives to review job tasks, knowledge, and skills required to find employment in regional job openings. The team determined the Microsoft Specialist Certification would be most appropriate to find employment in the tourism, general merchandizing, and health care industries of the Coastal Bend Region. The certificate will enable students to work as a sales representative or administrative assistant as they earn a Business Management degree. (4) **Increase number of students earning workplace credentials.** Educational attainment is an indicator of workforce preparedness and thus workers' earning potentials. US Census data for the Odem, Texas indicates only 17.3% of residents hold a college degree. This workforce development indicator falls far below region, state, and national averages. Using TWC information, the team determined supervisors of office and administrative support workers, an individual is required to hold a college degree. The team determined it was a priority to develop a certificate program in high school that leads to a postsecondary degree. (5) **Increase workbase learning opportunities.** According to Coastal Bend Region workforce data, a significant amount of employment has shifted from manufacturing-oriented industries to service-oriented industries. For this reason it will be a priority for the Business Management and Administration cluster which teaches computer skills in the classroom to provide internships and paid employment opportunities enabling students to develop sales knowledge of principles and processes that are key to providing customer and personal services. **Campuses Served.** The Perkins Reserve grant will serve Odem High School, the only 9-12th grade school in the district.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The First-Line Supervisors of Office and Administrative Support Workers occupation has an annual salary of \$61,728 and employment is projected to increase by 20.71%. Coastal Bend annual employment data indicates the profession is the 11th ranked occupation in the region based on the projected number of jobs added for the period of 2014 through 2024. There is a need to offer a workforce development program in the Business and Industry endorsement field at OHS.	<i>The OEISD Perkins Grant proposes to increase the number of OHS students prepared for the high demand occupation of First-Line Supervisors of Office and Administrative Support Workers. The school will revise schedules to include a College Transition academic advisory class. Workforce Solutions training will cover labor market trends and career skills for Business Management and Administration careers. The TWC office will work with OHS to identify regional businesses to tour and provide internship/employment opportunities.</i>
2.	The First-Line Supervisors of Office and Administrative Support Workers career requires a bachelor degree. There is a need to design high school course sequences to include General Education Core and Business courses that are part of the Associate of Applied Science in Business Administration from Del Mar College as well as the Bachelor of Business Administration degree at Texas A&M Corpus Christi.	<i>Increase number of CTE sequences spanning secondary and postsecondary. The Advisory team will obtain articulation agreements between the high school, community college and university. A crosswalk will be developed for counseling purposes at each educational institution. Instructor credentials for each course will be identified and collaborative professional development and co-teaching opportunities will be scheduled. The pathway will be published in the OHS Course Guide.</i>
3.	The Advisory Team reviewed certifications associated with gaining employment in the First Line Supervisors of Office and Administrative Support Workers occupation using TWC information. Job tasks, knowledge and skills were reviewed required to determine the most appropriate credential. There is a need to offer the Microsoft Specialist Certification to find employment in the tourism, general merchandizing, and health care industries.	<i>Increase number of OEISD pathways and curriculum leading to certification. The existing Business Management and Administration cluster CTE courses will be revised to include certification curriculum and exams. Instructional materials, technology and software will be purchased for five Microsoft certification programs that make up the Microsoft Specialist credential. Exams for each certificate will be identified and schedules will be created. Educators will attend Certiport training.</i>
4.	US Census data for the Odem, Texas indicates only 17.3% of residents hold a college degree. This workforce development indicator falls far below region, state, and national averages. There is a need to develop a CTE certificate program in high school that leads to a postsecondary degree. This will improve workforce preparedness and thus workers' earning potentials.	<i>Increase number of Odem High School students earning workplace credentials. 9th through 12th grade students will take Microsoft certifications during CTE courses in the Business and Industry endorsement field. The students will also take 12 hours of Texas General Education Core courses which are articulated to both the Associate of Art in Business Administration degree at Del Mar College and the Bachelor of Business Administration degree at Texas A&M Corpus Christi.</i>
5.	According to Coastal Bend Region workforce data, a significant amount of employment has shifted from manufacturing-oriented industries to service-oriented industries. There is a need for the Business Management and Administration cluster to provide internships and paid employment opportunities enabling students to develop sales knowledge of principles and processes that are key to providing customer and personal services.	<i>Increase workbase learning opportunities for Odem High School students. The CTE Advisory Team has been formed to plan and implement the Perkins Reserve grant. Business faculty members from college and university partners will be recruited for the team. Additional business partners to provide internships and paid employment will be identified and partnership agreements will be completed. The Practicum in Information Technology course will be revised to include workforce opportunities.</i>

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Schedule #14—Management Plan

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Director of Curriculum will serve as Project Director. Excellent team building skills, knowledge of CTE programs leading to credential and college degree; Responsible for oversight of planning, implementing, and evaluating school improvement programs including early college models.
2.	Principal Odem High School	Full time certified TX administrator served with working knowledge of program and TEA requirements for career programs spanning secondary and postsecondary education. Successful experience in planning and implementing college preparation models required.
3.	Technology Teacher	Full time certified TX teacher with successful experience in planning and instructing in CTE Business and Industry career pathways. Working knowledge of Microsoft Office Specialist Certifications and collaboration with local and regional businessmen required.
4.	Odem High School Counselor	Full time certified TX educator with experience as school counselor. Strong communication skills including shaping the vision of recruitment and retention, developing Personal Graduation Plans, hosting College to Career events, and facilitating student enrollment in CTE dual credit programs.
5.	Del Mar College Faculty	College faculty with successful experience in teaching Texas General Core and Business and Industry courses to high school students.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase number of OEISD students prepared for a high demand occupation.	1. OEISD/TWC identify occupations/credentials	12/13/2017	11/30/2017
		2. OHS schedules include academic advisory	01/05/2018	08/31/2018
		3. TWC labor market student sessions presented	01/08/2018	03/02/2018
		4. TWC career information student sessions presented	01/08/2018	03/02/2018
		5. Business and industry tours conducted	03/05/2018	08/31/2018
2.	Increase number of CTE sequences spanning secondary and postsecondary.	1. Academic plan articulated with BS requirements	12/13/2017	12/30/2017
		2. Crosswalk of HS and IHE courses developed	12/13/2017	01/08/2018
		3. Instructor credentials and teachers identified	12/13/2017	01/08/2018
		4. HS and IHE faculty collaboration schedule created	12/13/2017	01/08/2018
		5. High school pathway published-2018 Course Guide	03/26/2018	04/30/2018
3.	Increase number of OEISD pathways and curriculum leading to certification.	1. Courses revised - Microsoft Office Specialist certs	12/13/2017	12/21/2017
		2. Instructional materials purchased – cert programs	12/13/2017	12/21/2017
		3. Technology and software for instruction purchased	12/13/2017	12/21/2017
		4. Exam schedules published	12/13/2017	01/08/2018
		5. Educators will attend training in content	12/13/2017	08/31/2018
4.	Increase number of Odem High School students earning workplace credentials	1. 9 th grade – Professional Communication	01/08/2018	06/01/2018
		2. 10 th grade-Word/Excel Expert cert programs&exam	01/08/2018	06/01/2018
		3. 11 th grade-Powerpoint certification program&exams	01/08/2018	06/01/2018
		4. 12 th grade-Outlook certification program & exam	01/08/2018	06/01/2018
		5. 11 th and 12 th grade-12 hours of college courses	01/08/2018	06/01/2018
5.	Increase workbase learning opportunities for Odem High School students	1. CTE Advisory Team meeting schedule published	12/13/2017	01/08/2018
		2. Business faculty recruited to serve on team	12/13/2017	03/30/2018
		3. Identify business partners in Odem and region.	12/13/2017	03/30/2018
		4. Partnership agreements completed	12/13/2017	03/30/2018
		5. Capstone course includes internship & employment	03/26/2018	03/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process & Procedures: The OEISD Board of Trustees sets goals annually based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs. This year, goals include establishing career based course sequences in each TEA endorsement field. The District Improvement Committee (DIC), a team of stakeholders which consists of parents, educators, administrators, community members and educational partners is responsible for putting the board goals into action. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making decentralizes decisions to improve educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The CTE Advisory Team met in the spring of 2017 to review and revise existing CTE course sequences. Their objective was to include certification requirements and articulate courses with college degree programs. The team outlined programs that span secondary and postsecondary school in five CTE clusters: Agriculture, Food and Natural Resources, Manufacturing, Business Management and Administration, Information Technology and Health Science. The team created a District Improvement Plan goal that includes objectives, action steps, personnel, and materials for establishing each high quality career pathway. Once the Superintendent and Board approved the plan, district leaders began to look for funding sources to implement the program. The Perkins Reserve grant was identified for implementation of the Business Management and Administration career pathway. **Feedback/Continuous Improvement:** The Campus Improvement Team meets four times annually. The Project Director will present grant reports at each meeting. The campus based committee will review program and student level data. The CIC will adjust activities and resources to meet stated milestones at the end of each semester. The Project Director will report summative evaluation information to the DIC at the end of each school year. The DIC will use the information to adjust strategies, personnel and resources to meet goals. The meeting agenda and minutes will be posted after each meeting on the OEISD website. In this way, school improvement goals, changes, and progress will be reported to the board, community and the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD is dedicated to partnering with business and industry in the community and region to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence. Our district has successfully implementing several projects that will provide the experience and resources necessary to sustain the Perkins Reserve program: (1) In 2013, OEISD was awarded an Educator Excellence grant. The research based program provides funding to develop English Language Arts, Mathematics, Science and Social Studies curriculum and instruction in the district. The program has resulted in Odem High School developing rigorous curriculum leading to earning Distinguished Achievement Awards in seven categories and implementing dual credit course offerings in each core content area; (2) In 2016, Odem-Edroy ISD passed a bond which included the construction of a new high school building. The new school opened in August of 2017 and is designed to offer academic and skills based courses to meet Career and Technology Education, industry certification, and college course requirements. (3) In 2017, OEISD was awarded a Texas Workforce Commission JET grant to develop the Health Science career pathway in the STEM endorsement field. The school will collaborate with Del Mar College to offer CTE and college credit courses toward a Certified Nurse Assistant certification and Associate of Science in Nursing Associate Degree. (4) In 2017, OEISD was awarded a Monsanto Fund grant to provide equipment to offer courses in the Agriculture, Food and Natural Resources career pathway. OEISD's commitment to the goal of preparing students to join the workforce after high school and ultimately earn a college degree is evident in the programs developed over the past four years. OEISD will coordinate and maximize all appropriate funding to plan, implement, and sustain the Business Management and Administration pathway leading to a Microsoft Office Specialist certification through local, Perkins, Title I, Title III, and State Compensatory Education funds. Also, the district will continue to seek out partnerships with businesses and industries in our region to support and expand the program in future years.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205-905 Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PEIMS data – review of demographic and academic data.	1.	# and % of students participating in grant that are classified as at-risk and % of the participating at-risk students compared to OHS student population
		2.	# students participating making required progress toward graduation.
		3.	Average number of college credit hours earned per student.
2.	Perkins Reserve Grant Timeline – review of number and kind of collaboration.	1.	# of strategic partnerships provided an identified program of study
		2.	Kind and # of CTE teachers and IHE faculty attend prof development
		3.	Kind and # of CTE teachers and IHE faculty participate in co-teaching
3.	Odem High School Course Guide – review of career pathways and credential type.	1.	# of industry certifications and/or licenses offered
		2.	# industry credentials offered related to the field of Business Administration
		3.	# industry credentials offered related to regional employment opportunities
4.	Perkins Reserve Program Reports, Exam Reports – review type of credentials.	1.	# of students earning certifications-Word, PPT, Excel, Outlook, Quickbooks
		2.	# of students earning credentials from Program Effectiveness Report for yr.
		3.	# of students earning MOS certification
5.	Capstone Course calendar – review of industry experiences by type and employment	1.	# of industry experiences provided to students (by type)
		2.	# of students participated in industry experiences (by type)
		3.	# students employed as result of program & nature of employment (by type)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Improvement Committee (CIC) and District Improvement Committee (DIC) will oversee the data collection and problem correction tasks of the grant. The Project Director, the OEISD Curriculum Director, will lead the team to develop an evaluation plan that measures the effectiveness of project strategies in meeting program objectives based on identified performance measures.

Program-level data: The Project Director will work with the Odem High School Campus Improvement Committee to review PEIMS data, Perkins Reserve grant documents, Credentialing Exam Reports and CTE course planners to determine if specific performance measures have been met. The grant administrator will create a Perkins Reserve Grant Calendar depicting important dates including Advisory Team Meetings, professional development training, high school and college co-teaching dates, equipment and instructional material purchasing targets, exam schedules for each certification, College to Career events, and District and Campus Improvement Committee meetings. The Project Director will be responsible for providing attendance sheets at each meeting or event. Four times each year, the Campus Improvement Committee will meet to review program level data. If activities are not being implemented as planned and performance measures are not achieved, the team will recommend personnel and resources to increase ensure the grant goals and objectives are met. This process of quarterly review and revision will allow problems to be identified and addressed in a timely manner.

Student-level academic data: The Project Director and CIC will review evaluation data and reports to determine progress toward high school and college academic performance measures and Microsoft Office certifications toward Microsoft Office Specialist certification. The reports will show student and class achievement for each certificate and for targeted at-risk student populations. Decisions will be made to revise grant strategies, personnel, resources, and timelines to increase the number of students who are on track to earn the Microsoft Office Specialist certification and 12 college hours toward the Associates of Applied Science Degree in Business Administration by high school graduation. Classroom and certificate program curriculum will be revised as warranted based on data and teacher feedback.

Summative Problem Correction: The Curriculum Director will provide summative program and student level reports to the District Improvement Committee during the May 2018 meeting. This will ensure program implementation and student achievement concerns are identified and addressed in the District Improvement Plan for the upcoming year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The CTE Advisory Team identified the high-demand occupations and their related programs of student in partnership with Workforce Solutions of the Coastal Bend:

(1) Identify high demand occupation. The planning team reviewed the Occupation Trends document published by the Texas Workforce Commission (TWC). The team selected the First Line Supervisors of Office and Administrative Support Workers occupation based on the salary and projected number of employment opportunities in the next four to six years. The occupation ranks 11th in the Coastal Bend Region based on the top 25 occupations making above the Texas median wage of \$34,550 and the highest projected number of jobs added due to growth for the period between 2014 and 2024. The TWC data determined there will be 4125 job openings each year during this time period. The local workforce board provided access to Career Coach, an online system used to access current job listings including businesses that are hiring. The team determined the Business and Industry occupation would be appropriate for the students of Odem High School and the Perkins Reserve Grant application.

(2) Identify workplace credentials. The CTE Advisory Team reviewed certifications associated with gaining employment in the First Line Supervisors of Office and Administrative Support Workers occupation using TWC Texas Career Check Occupation Summaries. The team worked with the regional office in Corpus Christi to review job tasks, knowledge, and skills required to find employment in Odem, as well as Corpus Christi, the largest metropolitan area of the Coastal Bend Region. The team determined the Microsoft Specialist Certification would be most appropriate to find employment in the tourism, general merchandizing, and health care industries of the region. The certificate will enable students to work as a sales representative or administrative assistant as they earn a Business Management degree.

(3) Identify the pathway and curriculum leading to certification. The Advisory Team reviewed courses in the Business Management and Administration Cluster. It was determined the courses would be kept in the existing sequences and one certification curriculum and exam would be added to each course. Curriculum options were reviewed by the team with the assistance of the regional workforce office and it was determined Certiport instructional materials including textbooks, online eCourseware, and video resources; and exam preparation tools and practice exams would be purchased. Students will complete Certiport course lessons as part of each CTE Business Management and Administration course. During the first year of the project, Odem High School will become an Authorized Certiport Testing Center. Students will take certification exams at Odem High School.

(4) Identify secondary and postsecondary skills training and degree requirements. In reviewing the educational attainment requirements for a Business Management and Administration career using the TWC Texas Career Check Occupation Summaries, the CTE Advisory Team found a bachelor degree was essential for success. The team reviewed and expanded the CTE Business Management and Administration Cluster pathway to include General Education Core and Business courses (English 1301, Math 1314, Economics 2301, and Government 2305) needed to earn an Associate in Applied Science Degree: Business Administration from Del Mar College. This degree program is articulated with a Bachelor of Business Administration degree at Texas A&M Corpus Christi. The local workforce board reviewed and approved the recommended degree programs as appropriate for finding employment in the First Line Supervisors of Office and Administrative Support Workers occupation.

(5) Identify workbase learning opportunities. The CTE Advisory team reviewed Coastal Bend Region workforce data since 2014 and determined a significant amount of employment has shifted from manufacturing-oriented industries to service-oriented industries. Texas Workforce Commission information lists of knowledge, skills, abilities and work activities for each industry. Skills for service-oriented industries include active listening, conveying information effectively, and using critical thinking techniques to provide alternative solutions, conclusions or approaches to problems. The team decided it will be important to provide internships and paid employment opportunities in regional businesses as sales associates to develop the principles and processes that are key to providing customer and personal services. Based on the team decision, Odem ISD has reached out to business partners in the towns of Odem and Edroy and the city of Corpus Christi. Opportunities to participate in internships and paid employment will be available to students during the capstone course, Practicum in Business Management.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Business Manager program of study within the CTE Business Management and Administration career cluster includes core courses and career-related electives in high school that will help prepare students to meet career goals of working in the First Line Supervisors of Office and Administrative Support Workers occupation.

The OEISD Business Manager program of study within the CTE Business Management and Administration career cluster spans secondary and postsecondary education: Students enrolled in the career pathway will take courses that count toward both secondary and postsecondary education. During the junior and senior year of high school, students enrolled in the Business Manager program of study will take dual credit courses. The courses will count toward a Foundations Program High School diploma, the Del Mar College Associate of Applied Science in Business Management degree, and a baccalaureates at colleges or universities that offer a Bachelor of Applied Arts and Sciences (BAAS) degree. These courses include:

Course	Odem High School	Del Mar College	Texas A&M Corpus Christi
English	English IV 03220400	Foundations of Communication ENG 1301	Foundations of Communication COMM 1311
Math	Independent Study of Math 03102500	Finite Math MATH 1324	Math for Business & Social Sciences MATH 1324
Economics	Economics with Emphasis on the Free Enterprise System 03310300	Macroeconomics Principles ECON 2301	Macroeconomics Principles ECON 2301
Government	US Government 03330100	US Government and Politics GOVT 2305	US Government and Politics POLS 2305

The OEISD Business Manager program of study within the CTE Business Management and Administration career cluster is aligned with high-demand occupations identified by local regional workforce board.

The planning team reviewed the Occupation Trends document published by the Texas Workforce Commission (TWC). The team selected the First Line Supervisors of Office and Administrative Support Workers occupation based on based on the salary and projected number of employment opportunities in the next four to six years. The occupation ranks 11th in the Coastal Bend Region based on the top 25 occupations making above the Texas median wage of \$334,550 and the highest projected number of jobs added due to growth for the period between 2014 and 2024. The employment outlooks has determined there will be 4125 job openings each year during this time period.

The CTE Business Management and Administration career cluster builds in rigor as students progress through high school.

The rigorous Business Management and Administration career pathway provides career and technical education courses to develop workplace knowledge, certification courses to provide specialized workplace skills, dual credit courses to provide credit toward the desired Business Administration bachelor degree, and employment opportunities to develop competencies and abilities required of a Business Manager.

9th grade: Students will take Professional Communication.

10th grade: Students will take Business Information Management I. The course will include Word Expert and Excel Expert Training and exams. Both exams are required to earn the Microsoft Specialist certification.

11th grade: Students will take Business Management. During the first semester of the class, students will cover Powerpoint Expert curriculum and take the exam. During the second semester of the course, students will complete the Access Expert curriculum and take the exam. In the junior year, students will also take College Algebra.

12th grade: Students will take Practicum in Business Management. During the first semester of the class, students will cover Outlook Expert curriculum and take the exam. During the second semester of the course, students will complete any outstanding certification programs and exams. During the senior year, students will also take ENG 1301, MATH 1324, ECON 2302 and GOVT 2305 from Del Mar College as dual credit. Seniors qualifying for early release during their senior year will have the opportunity to attend internships or paid employment as sales representative in partnering businesses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Certification Courses: The course crosswalk below lists Business Management and Administration courses in the Business Manager program of study taken toward a Microsoft Office Specialist certification:

CTE Business Management and Administration Crosswalk						
Grade	PEIMS Course #	High School Course Name	HS Credits	CTE Pathway	Certification Exam	Certification
9th	13009900	Professional Communication	.5	Yes	No	NA
10th	13011400	Business Information Management	1	Yes	Excel Expert Word Expert	Microsoft Office Specialist
11th	13012100	Business Management	2	Yes	Powerpoint Expert Access Expert	
12th	13028010	Practicum in Business Management	2	Yes	Outlook Expert	

Associate Degree Courses: The following course crosswalk lists courses taken during high school to complete requirements of Del Mar College AAS - Business Administration degree within three semesters (1-2 years) after graduating from high school. The first semester of the college degree will be taken as dual credit at ODEM High School:

Dual Credit Courses in Business Management and Administration Crosswalk							
Grade	PEIMS Course #	High School Course Name	HS Credits	IHE Course Name	College Course	University Course	College Hours
12th	03220400	English IV	1	Foundations of Communication	ENG 1301	COMM 1311	3
12th	03102500	Independent Study of Math	1	Math for Business & Social Sciences	MATH 1324	MATH 1324	3
12th	03310300	Economics Free Enterprise System	1	Microeconomics Principles	ECON 2302	ECON 2302	3
12th	03330100	US Government	1	US Government and Politics	GOVT 2305	POLS 2305	3

Second Semester

BUSI 1301 Business Principles
 SPCH 1315 Public Speaking
 ENGL 1302 Composition II
 HIST 1301 United States History I
 MATH 1325 Mathematics for Business and Social Sciences II

Third Semester

American History Core Elective
 Social and Behavioral Sciences Elective
 Science Core Elective
 Language, Philosophy, and Culture Core Elective
 ACCT 2301. Principles of Financial Accounting

Fourth Semester

BUSI. 2301. Business Law
 ACCT 2302. Principles of Managerial Accounting
 GOVT 2306. Tx Government: Constitution and Topics
 Creative Arts Core Elective
 Science Core Elective

University Degree: The Del Mar College (DMC) Associate of Applied Science: Business Administration is accepted toward baccalaureates at colleges or universities that offer a Bachelor of Applied Arts and Sciences degree. Students must enroll in electives based on the degree plan of the university program selected. Students will be able to earn baccalaureate within 4 semesters of graduating with an Associate Degree (1-2 years). All DMC Business Administration courses articulate with the Texas A&M General Business based on the electives chosen.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Four partners will work with Odem-Edroy Independent School District to carry out the grant program.

1. Workforce Solutions of the Coastal Bend: This partner has been effective in selecting the targeted high demand occupation, appropriate certification courses, and possible internship or employment partners. The TWC partner will provide training for students in career exploration and labor market opportunities. In year two the training will focus on workplace skills and decorum as the teachers and students use the Career Coach to identify and apply for an internship or employment which will be conducted during the capstone course, Practicum in Business Management. In year three, the partner will present training to prepare students for postsecondary education.

2. Del Mar College: Odem-Edroy ISD has an established partnership with Del Mar College to provide dual credit courses to Odem High School. The college will be instrumental in providing the Texas General Education Core courses for the Associate of Applied Science: Business Administration courses through face-to-face and online learning. The college counselors will work with students during their junior year to select courses on the AAS degree plan that articulate with their chosen baccalaureate program. Working with this partner, OEISD students will have the opportunity to take one semester of courses during high school and seamlessly transfer to a community college and a university.

3. Texas A&M University Corpus Christi: This four year university offers a Bachelor of Business Administration (BBA). The BBA is a bachelor's degree in commerce and business administration. Students can take Texas General Education core courses and general business core courses as face-to-face courses at the university which is located 20 miles from Odem. Students in the BBA program may choose from minors in Accounting, Economics, Entrepreneurship, Human Resources Management, International Business, Management Information Systems, and Personal Financial Planning. These minors are offered online through the Texas A&M university system.

4. Regional Businesses: Local businesses will partner with the school district as members of the Advisory Team and to provide opportunities for internships. Health care center sponsors include Community Action Corporation-South Assisted Living Facility and Walgreens. Retail store partners include Dairy Queen, Dollar General, M-TEC, and Sonic.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Odem, Texas is a small town in South Texas with a population of 4869. Our community is invested in the school system. In 2016, our small town approved a bond to build a new junior high and high school. Due to the size of our community, development of partnerships to support curriculum development and relevant and frequent industry experiences for students participating in the program must include regional partners. When our district developed a Nursing Professional Pathway using JET funding, representatives from health care centers helped to create, review, and revise curriculum including Community Action Corporation-South Assisted Living Facility and Joseph Puente MD Family Practice. To develop an industry team for the proposed Business Manager program of study, the CTE Advisory Committee has reached out to several local and regional businesses including:

- Poelma Floor Store (Odem)
- M-TEC
- Sonic
- Dollar General (Odem)
- Lowes (Corpus Christi, TX)
- Loves Travel Stop (Sinton, TX)

In year one of the project, these partners will be recruited to provide insight into curriculum development and to plan for student opportunities to shadow employees. In year two of the program, the partners will plan for internships or paid employment opportunities for students in their senior year of the project. By year three, the partners will provide internships and/or paid employment opportunities for students in the capstone course who qualify for early release. The partnerships developed through the Perkins Reserve Grant will improve our understanding of essential workplace knowledge, skills and abilities; and will strengthen our ties to regional businesses that support education.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

OEISD is committed to the goals of this grant program. During the summer of 2016, our superintendent held a retreat to conduct training on the importance of helping students become career and college ready based on current and future workforce needs of our region. The team reviewed Texas Workforce Commission data and developed a plan to offer five career and technical education (CTE) career pathways. In the fall of 2016, a CTE Advisory Team was formed to work with the bond program to provide classrooms and labs appropriate for CTE classes. In the spring of 2017, a consultant was hired to work with the CTE Advisory Team to review and revise course pathways. Each pathway was developed to lead to a technical credential as well as a college degree. In the spring of 2016, our district received a JET grant to fund the Nursing Professional Pathway. In the same month, Odem-Edroy ISD received notification of a Monsanto award to implement the Welding Technologies pathway. The Perkins Reserve Grant is submitted to provide funding to plan, implement, and adopt the Business Manager Program of Study. The three year grant program will establish processes that will be continued after the project period to sustain the CTE career pathway:

Recruiting and Hiring: Odem-Edroy ISD has a certified Texas teacher with the credentials to teach each proposed Business Management and Administration course. Our teacher is highly qualified to teach the career pathway courses and has successful experience with teaching at-risk learners at Odem High School. In the event the district must replace or hire an additional teacher, the Human Resources department will have State Board of Education and CTE credential information to ensure the program will continue in future years.

Collaborative Teams: Our district believes strong teachers are at the heart of effective programs. Odem High School is building a team of highly qualified CTE teachers who are supported with professional development from the Education Service Center Region 2 based on the workplace skills and certifications in their program of study. In addition, grant funding is used to provide industry based training needed to teach certification programs. The team is excited about the support for CTE students and the development of industry based programs. The structure established to encourage educators to improve skills, credentials, and employment position within the district will be integrated into Human Resources employment practices. Our highly qualified and motivated staff will build and sustain the program in future years.

Educational Partners: Stakeholder involvement is a key to sustaining the program. Partnerships developed with Del Mar College and Texas A&M Corpus Christi will empower students (many of them first-generation college students) to enter and succeed in community college courses toward a degree during high school. Partnerships with businesses will provide opportunities for students to utilize workplace knowledge, skills, and abilities developed in CTE classes as they pursue the Microsoft Specialist certification. Student employment opportunities will also provide funds for students to persist in postsecondary education after high school. Success breeds success. As Odem students find success in secondary and postsecondary education, program enrollment will grow and the program will be sustained.

Funding: OEISD has been successful in securing grant funding to develop our proposed CTE career pathways. Local CTE funding is used to pay the salary of our Business Management and Administration teacher. At this time, bond funds are being used to build CTE classrooms at the new Odem High School including purchasing furniture and laboratory fixtures for the building. In addition, the school utilizes local funds for students to enroll in dual credit courses through Del Mar College. The college charges our district a reduced rate based on dual credit enrollment. The Business Manager Program of Study will be sustained through the district's commitment of using all funding sources including local, Perkins, Title I, Title III, and School Compensatory Education funds to sustain the program.

Summary: Odem-Edroy ISD is committed to developing and sustaining CTE programs that provide opportunities for our students to gain certifications and degrees that prepare them for employment in high-demand occupations of the Coastal Bend Region. We will use all resources available to build and sustain this important project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Microsoft Office Specialist (MOS) Certification was identified as the capstone industry certification. Students who complete Word, Excel, PowerPoint, Access and Outlook exams successfully will become a Microsoft Certified Professional (MCP). The certification is recommended by the Texas Workforce Commission for First Line Supervisors of Office and Administrative Support Workers because it improves workers technology skills and proficiency with each Microsoft Office program. Students in the Business Management and Administration career pathway will earn Word, Excel, PowerPoint, Access and Outlook certifications during career and technical education (CTE) courses. Each exam qualifies the student for a stand-alone certification such as Word, Excel, or Powerpoint. By the student's senior year in the capstone class, Practicum in Business Management, participants will earn the full Microsoft Office Specialist Certification.

Identification of the Program of Study: The CTE Advisory Team went to work in August when the Perkins Reserve Grant program was released. Two of the five CTE career pathways leading to certification and degree (Health Science and Agriculture, Food and Natural Resources) were being implemented in the 2017-18 school year. This left three CTE career pathways: Manufacturing; Business Management and Administration; and Information Technology. The team worked with Workforce Solutions of the Coastal Bend using the Texas Workforce Commission (TWC) Occupation Trends and *Career Coach* information to determine the occupation with the highest salary and the most employment opportunities. The team found, a significant amount of employment in the Coastal Bend has shifted from manufacturing-oriented industries to service-oriented industries over the past three years. Based on this information from the Bureau of Labor statistics, six sectors have the largest share of employment in the region relative to the rest of the nation: health services; education; leisure and hospitality; government; natural resources and mining; and construction. Each sector has a stated need for management and administration professionals with technology skills and a college degree in management and marketing. For these reasons, the team selected the Business Management and Administration cluster and the First Line Supervisors of Office and Administrative Support Workers occupation. The team deduced the Business Manager program of study will be successful in providing the knowledge, skills, abilities needed to fulfill job requirements.

Identification of the Certification: The CTE Advisory Team reviewed certifications associated with gaining employment in the First Line Supervisors of Office and Administrative Support Workers occupation using TWC Occupation Trend information. The team worked with the regional Workforce Solutions of the Coastal Bend representatives to review job skills required to find employment in regional job openings found through the Career Coach system. The Microsoft Office Specialist Certification was selected to fill employment in the health services, leisure and hospitality, government, natural resources and mining; and construction industries of the Coastal Bend Region. The certificate will enable students to work as a sales representative or administrative assistant as they earn a Business Management degree. In speaking with business partners, it was noted that the MOS certification would prepare students to work as administrative assistants as they earn a Business Management degree. This position is in-demand in both Odem and the Corpus Christi metropolitan region.

Summary: The Microsoft Office Specialist Certification will enable students to develop and fine-tune technology skills used every day in business management and administration jobs. The professional certification will enable the workers to be highly qualified for job openings and highly productive in their profession. According to the *OfficeTeam Salary Guide*, business professionals holding a Microsoft Office Specialist certification can earn starting salaries up to 8 percent higher than applicants without the certification. The certification meets the academic, economic, and social goals of students who will participate in the OEISD Business Management and Administration career pathway.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Odem-Edroy ISD has developed a plan to offer five career pathways that prepare students for a high paying job in a high demand occupation of the Coastal Bend Region.

1. **Health Science** – The Nursing Professional Pathway provides Certified Nurse Aide Certification and 20 hours of dual credit toward admission to the Licensed Vocational Nurse program or the Associate of Applied Science: Registered Nurse program at Del Mar College.

Grade	High School CTE Course	Dual Credit Course	Certification
9th	Principles of Health Science	NA	NA
10th	Professional Communication	SPCH 1315	NA
11th	Anatomy and Physiology I US History to 1865 Principles in Health Science I	BIOL 2401 HIST 1301 NURA 1001 Certified Nurse Aide (CNA)	Certified Nurse Assistant
12th	English IV Anatomy and Physiology II US History since 1865 Principles in Health Science I	ENG 1301 BIOL 2402 HIST 1302 NURA 1001 Certified Nurse Aide (CNA)	

2. **Agriculture, Food and Natural Resources** – The Welding Technologies pathway leads to three industry certifications required to work in the oil and gas industry of the Coastal Bend Region. In addition, the program provides opportunities for students to earn 6 hours of dual credit toward an Associate in Applied Science (AAS) Degree: Welding Applied Technology Tech-Prep Program.

Grade	High School CTE Course	Dual Credit Course	Certification
9th	Principles of Agriculture, Food and Natural Resources	NA	NA
10th	Ag Mechanics and Metal Technologies	NA	NA
11th	Agriculture Facilities Design and Fabrication	NA	OSHA Certification
12th	BIMM II Economics Practicum in Manufacturing	POFI 1301 ECON 2302 Craft Training Center	NCCER Pipefitting and NCCER Instrumentation

Each career pathway includes a career and technical education (CTE) courses, certification courses, and dual credit courses toward degree. It is our goal to review and revise programs constantly to meet changing entrance and degree requirements for postsecondary classes. The Perkins Reserve Grant award would provide our small district to meet one more big dream for our students – to add the Business Management and Administration cluster to this list. Twenty-four eighth grade students in our high school selected 'business' as their career field during career exploration sessions held the spring of 2017. This year, we have placed those learners in the Professional Communications course which is the first course in the Business Management and Administration cluster. It is our hope to provide the complete course sequence beginning in the fall of 2017-18. Local bond money has been used to build two computer labs at the high school with computer desks, tables, and a technology infrastructure to support the program. OEISD will pay the teacher of the Business Manager program from local CTE funds. Perkins Reserve funds would be used to purchase equipment, instructional materials, and professional development to offer Microsoft Office Specialist Certification courses and dual credit courses at OHS. Funds will also be used to transport students to industry tours during their freshman year:

- Computers, monitors, cabling, and installation materials for 2 computer labs (CTE Business and Dual Credit);
- Certiport, Adobe, and Odysseyware Software – certification and college preparation programs;
- Professional Development and Planning days – Odem High School IT teacher and Del Mar College faculty;
- Bussing costs for students to tour regional industry partner sites.

A Perkins Reserve Grant award would extend career pathway offerings to three full programs at OHS.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify) Bussing to industry tours	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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